Appendix A

An Instance of Traces in Trace Interface


```
File Edit Format View Help
Form Open Time: 01:28
Main window-Automatic Pre-Reading Arrangement of Activities Button Clicked-Time: 01:29
---------- New Form Opened ----------
Form Name: Manual arrangement of pre-reading activities
Form Open Time: 01:29
Main window-My Notebook Button Clicked-Time: 01:30
---------- New Form Opened ----------
Form Name: My Notebook
Form Open Time: 01:30
---------- My Notebook Closed ---------- Duration: 00:00:03
---------- Manual arrangement of pre-reading activities Closed ---------- Duration: 00:00:31
Main window-Play Music Button Clicked-Time: 01:30
Main window-Pause Music Button Clicked-Time: 01:30
---------- New Form Opened ----------
Form Name: Post-Reading Questions
Form Open Time: 01:30
---------- Post-Reading Questions Closed ---------- Duration: 00:00:07
---------- New Form Opened ----------
Form Name: Reading
Form Open Time: 01:30
Reading-Reading Paragraph-1 Button Clicked-Time: 01:30
---------- Reading Closed ---------- Duration: 00:00:00
---------- New Form Opened ----------
Form Name: Pre-Reading Questions
Form Open Time: 01:30
Pre-Reading Questions-Next Question Button Clicked-Time: 01:30
---------- Pre-Reading Questions Closed ---------- Duration: 00:00:02
---------- New Form Opened ----------
Form Name: Manual arrangement of pre-reading activities
Form Open Time: 01:30
---------- Manual arrangement of pre-reading activities Closed ---------- Duration: 00:00:09
---------- New Form Opened ----------
Form Name: Reading
Form Open Time: 01:30
Reading-Reading Paragraph-1 Button Clicked-Time: 01:30
---------- Reading Closed ---------- Duration: 00:00:42
---------- Main window Closed ---------- Duration: 00:03:16
*~/*~/*~/*~/*    USER LOGGED IN    *~/*~/*~/*~/*~/
Log in name: Elnaz
Log in time: 05/01/2019 01:32:02
---------- New Form Opened ----------
Form Name: Main window
Form Open Time: 01:32
---------- New Form Opened ----------
Form Name: Manual arrangement of pre-reading activities
Form Open Time: 01:32
---------- Manual arrangement of pre-reading activities Closed ---------- Duration: 00:00:29
Main window-My Notebook Button Clicked-Time: 01:33
---------- New Form Opened ----------
Form Name: My Notebook
Form Open Time: 01:33
```

Appendix B
Scoring Checklist

Participant ID: ……………………………………..
Number of Tallies for Centering MSs: …………………………………….
Number of Tallies for Planning MSs: …………………………………..
Number of Tallies for Evaluation MSs: ………………………………….
Total Number of Tallies: ………………………………..
Scorer ID: ……………………………………..

RMSAU	Tally Mark for Each Time Strategy observed in the trace interface	Cue Elements
Centering		click the title
		click the question and instruction
		in the dialogue box they can optionally predict the content
		click the whole text to see it in 15 seconds
		Either listen to music while reading or just read
		Highlight or underline while reading
		Discuss the week points
Planning		Discuss the reading problems
		Ask questions
		Discuss effective strategies
		Take notes
		Click quick glance at text
		Click quick look at directions
		Use notebook within the system
		Check the time
		Automatic versus manual arrangement
		Talks about the general content of the passage in advance
		Use dictionary within the system
		Introduces novel texts
		Introduces stories
Evaluating		Takes notes and discusses difficulties
		Traces left for every referring back to check mistakes
		Use notebook within the system
		Discussion with classmates for the difficult points
		Use characteristics of good readers by introducing it to peers
		Gives ideas about reading performance

Appendix C
RMSA Questionnaire

Type	Reading metacognitive Strategies	Rating scale				
		1	2	3	4	5
Centering your learning	1. I preview the text title and general structure of the text before reading it. 2. I preview the question and instruction to understand what to do. 3. I usually predict the content of the text from the title. 4. I look quickly through the text to get the main idea or gist. 5. I usually decide in advance to pay attention to task not other issues. 6. I determine the major points I would pay attention to such as headings and sub-headings, the topic sentence and the text structure. 7. I recall my weak points in reading comprehension and try to comprehend when reading begins. 8. I pay selective attention to the information predicted and required in the task.					
Planning	9. I talk about my reading problems and try to solve them by the aid of teachers or peers. 10. I'm not afraid of asking questions. 11. I share ideas with other classmates about effective strategies we have tried. 12. I could come up with a list of reading strategies I would probably use. 13. I scan the text first and concentrate on what I will read. 14. I read the task before I read the text. 15. I keep a notebook to write important points on it. 16. I allocate some relaxation time to have well-concentration. 17. I plan before I read because I think it is helpful. 18. I try to guess the whole text. 19. Whenever needed I use dictionary to find the meaning of unknown words. 20. Whenever possible I practice reading English texts. 21. During free times, I usually read English novels.					
Evaluating	22. I write down my significant difficulties in reading comprehension on a note book and try to eliminate them. 23. I check my own mistakes and errors and try to find solutions for them 24. It is a good idea to use checklists to monitor my errors. 25. I realized that my major concern is coming with the better understanding by accomplishing the task. 26. I enjoyed discussing with my class-mates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve my goal. 27. I used my own reading plan for judging how well I read. 28. I could be able to use the characteristics of a good reader as criteria to evaluate my own reading. 29. I spent time to motivate myself to improve the reading even I found that I do a poor job. 30. I spent time reflecting on my reading performance.					